



Education for a Connected World coverage in Kapow Primary

Self identity and image
2

Online relationships
4

Online reputation
8

Online bullying
11

Managing online information
13

Health, well-being and lifestyle
18

Privacy and security
21

Copyright and ownership
24

Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain how other people may look and act differently online and offline.	2		
I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	2		<ul style="list-style-type: none"> Safety and the changing body > Lesson 2: Communicating online
KS2 (7-11)			
I can explain what is meant by the term 'identity'.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Be kind online
I can explain how people can represent themselves in different ways online.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Be kind online
I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Be kind online



Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can explain how my online identity can be different to my offline identity.	4	<ul style="list-style-type: none"> • Collaborative learning > Lesson 1: Teamwork 	
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	4	<ul style="list-style-type: none"> • Collaborative learning > Lesson 1: Teamwork 	
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	4	<ul style="list-style-type: none"> • Collaborative learning > Lesson 1: Teamwork 	
I can explain how identity online can be copied, modified or altered.	5		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Staying safe online
I can demonstrate how to make responsible choices about having an online identity, depending on context.	5	<ul style="list-style-type: none"> • Mars Rover 2 > Lesson 5: Tinkercad tutorials 	
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	6		<ul style="list-style-type: none"> • Citizenship > Lesson 4: Prejudice and discrimination
I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can explain the importance of asking until I get the help needed.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can give examples of when I should ask permission to do something online and explain why this is important.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain why it is important to be considerate and kind to people online and to respect their choices.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	2		<ul style="list-style-type: none"> <u>Safety and the changing body > Lesson 2: Communicating online</u>



Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) <i>Continued.</i>			
I can explain who I should ask before sharing things about myself or others online.	2	<ul style="list-style-type: none"> • Online safety > Lesson 3: Who should I ask? 	
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	2	<ul style="list-style-type: none"> • Online safety > Lesson 4: It's my choice 	
I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	2	<ul style="list-style-type: none"> • Online safety > Lesson 4: It's my choice 	
I can identify who can help me if something happens online without my consent.	2	<ul style="list-style-type: none"> • Online safety > Lesson 4: It's my choice 	
I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	2	<ul style="list-style-type: none"> • Online safety > Lesson 3: Who should I ask? 	
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	2	<ul style="list-style-type: none"> • Online safety > Lesson 4: It's my choice 	



Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can describe ways people who have similar likes and interests can get together online.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can explain how someone's feelings can be hurt by what is said or written online.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	4	<ul style="list-style-type: none"> • Online safety > Lesson 5: How can I be safe and respectful online? 	



Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	4	<ul style="list-style-type: none"> • Online safety > Lesson 5: How can I be safe and respectful online? 	
I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	4	<ul style="list-style-type: none"> • Online safety > Lesson 5: How can I be safe and respectful online? 	
I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can demonstrate how to support others (including those who are having difficulties) online.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can explain how sharing something online may have an impact either positively or negatively.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can recognise that information can stay online and could be copied.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe what information I should not put online without asking a trusted adult first.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	



Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) <i>Continued.</i>			
I can explain how information put online about someone can last for a long time.	2	<ul style="list-style-type: none"> Online safety > Lesson 1: What happens when I post online? 	
I can describe how anyone's online information could be seen by others.	2	<ul style="list-style-type: none"> Online safety > Lesson 1: What happens when I post online? 	
I know who to talk to if something has been put online without consent or if it is incorrect.	2	<ul style="list-style-type: none"> Online safety > Lesson 1: What happens when I post online? 	
Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can explain how to search for information about others online.	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 4: Cyberbullying
I can explain who someone can ask if they are unsure about putting something online.	3		



Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
<i>KS2 (7-11) Continued.</i>			
I can describe how to find out information about others by searching online.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can search for information about an individual online and summarise the information found.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain the ways in which anyone can develop a positive online reputation.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can describe how to behave online in ways that do not upset others and can give examples.	1	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain what bullying is, how people may bully others and how bullying can make someone feel.	2		<ul style="list-style-type: none"> Safety and the changing body > Lesson 2: Communicating online
I can explain why anyone who experiences bullying is not to blame	2		<ul style="list-style-type: none"> Safety and the changing body > Lesson 2: Communicating online
I can talk about how anyone experiencing bullying can get help.	2		<ul style="list-style-type: none"> Safety and the changing body > Lesson 2: Communicating online
Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can describe appropriate ways to behave towards other people online and why this is important.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Be kind online
I can give examples of how bullying behaviour could appear online and how someone can get support.	3		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Be kind online



Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can recognise when someone is upset, hurt or angry online.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can explain how to block abusive users.	5	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	5	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain how someone would report online bullying in different contexts.	6		<ul style="list-style-type: none"> Safety and the changing body > Lesson 3: Social media
Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).	1	<ul style="list-style-type: none"> Digital imagery > Lesson 4: Searching for images Digital imagery > Lesson 5: Photo collage 	
I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	1	<ul style="list-style-type: none"> Digital imagery > Lesson 5: Photo collage 	



Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) <i>Continued.</i>			
I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	1	<ul style="list-style-type: none"> • Digital imagery > Lesson 4: Searching for images • Digital imagery > Lesson 5: Photo collage 	
I can use simple keywords in search engines.	2	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	2	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	2	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	2	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain why some information I find online may not be real or true.	2	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can demonstrate how to use key phrases in search engines to gather accurate information online.	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain what autocomplete is and how to choose the best suggestion	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain how the internet can be used to sell and buy things.	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	4	<ul style="list-style-type: none"> HTML > Lesson 4: Website hacking Collaborative learning > Lesson 1: Teamwork Collaborative learning > Lesson 2: Sharing a document 	



Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	4	<ul style="list-style-type: none"> • Online safety > Lesson 1: What happens when I search online? 	
I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	4	<ul style="list-style-type: none"> • Online safety > Lesson 2: How do companies encourage you to buy online? 	
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	4	<ul style="list-style-type: none"> • Online safety > Lesson 3: Fact, opinion or belief? 	
I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	4	<ul style="list-style-type: none"> • Online safety > Lesson 4: What is a bot? 	
I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	4	<ul style="list-style-type: none"> • HTML > Lesson 4: Website hacking 	
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result.	5	<ul style="list-style-type: none"> • Search engines > Lesson 1: Searching basics 	
I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	5	<ul style="list-style-type: none"> • Search engines > Lesson 2: Inaccurate information 	



Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results	5	<ul style="list-style-type: none"> • Search engines > Lesson 1: Searching basics 	
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	5	<ul style="list-style-type: none"> • Search engines > Lesson 2: Inaccurate information 	
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	5	<ul style="list-style-type: none"> • Search engines > Lesson 3: Web quest 	
I can explain how search engines work and how results are selected and ranked.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain how to use search technologies effectively.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe how some online information can be opinion and can offer examples.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I understand the concept of persuasive design and how it can be used to influence peoples' choices.	6	<ul style="list-style-type: none"> Skills showcase > Lesson 4: My product's website Skills showcase > Lesson 5: Video advert 	
Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can explain rules to keep us safe when we are using technology both in and beyond the home.	1	<ul style="list-style-type: none"> Digital imagery > Lesson 4: Searching for images 	
I can explain simple guidance for using technology in different environments and settings.	2		<ul style="list-style-type: none"> Health and wellbeing > Lesson 3: Relaxation: breathing exercises
I can say how those rules/guides can help me.	2		<ul style="list-style-type: none"> Health and wellbeing > Lesson 3: Relaxation: breathing exercises



Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	3	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can explain how using technology can be a distraction from other things, in both a positive and negative way.	4	<ul style="list-style-type: none"> Online safety > Lesson 5: What is my #TechTimetable like? 	
I can identify times or situations when I might need to limit the amount of time I use technology. e.g. I can suggest strategies to help with limiting this time.	4	<ul style="list-style-type: none"> Online safety > Lesson 5: What is my #TechTimetable like? 	
I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	5	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	5	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	5	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	



Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
<i>KS2 (7-11) Continued.</i>			
I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	6		<ul style="list-style-type: none"> • New lesson: Coming March 2021
I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	6		<ul style="list-style-type: none"> • New lesson: Coming March 2021
I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	6		<ul style="list-style-type: none"> • New lesson: Coming March 2021
I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)	6		<ul style="list-style-type: none"> • New lesson: Coming March 2021



Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).	1		<ul style="list-style-type: none"> • Families and relationships > Lesson 1: What is family? • Safety and the changing body > Lesson 3: Getting lost
I can explain why I should always ask a trusted adult before I share any information about myself online belonging to myself or others.	1	<ul style="list-style-type: none"> • Getting started: Logging in 	
I can explain how passwords can be used to protect information and devices.	1	<ul style="list-style-type: none"> • Getting started: Full unit 	
I can explain how passwords can be used to protect information, accounts and devices.	2	<ul style="list-style-type: none"> • Online safety > Lesson 2: How do I keep my things safe online? 	
I can explain and give examples of what is meant by 'private' and 'keeping things private'.	2	<ul style="list-style-type: none"> • Online safety > Lesson 2: How do I keep my things safe online? 	
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords.)	2	<ul style="list-style-type: none"> • Online safety > Lesson 2: How do I keep my things safe online? 	
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)..	2		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 1: Introduction to the internet



Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can describe simple strategies for creating and keeping passwords private.	3		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 4: Cyberbullying
I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	3	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe how connected devices can collect and share my information with others.	3	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe strategies for keeping personal information private, depending on context.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 2: Share aware
I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 1: Internet safety: Age restrictions
I know what the digital age of consent is and the impact this has on online services asking for consent.	4		<ul style="list-style-type: none"> • Safety and the changing body > Lesson 1: Internet safety: Age restrictions



Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can explain what a strong password is and demonstrate how to create one	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain what app permissions are and can give some examples.	5	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can explain what to do if a password is shared, lost or stolen.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	
I can describe simple ways to increase privacy on apps and services that provide privacy settings.	6	<ul style="list-style-type: none"> • New online safety unit: Coming March 2021 	



Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
I know that online services have terms and conditions that govern their use.	6	<ul style="list-style-type: none"> New online safety unit: Coming March 2021 	
Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can explain why work I create using technology belongs to me.	1	<ul style="list-style-type: none"> Programming: Beebots > Lesson 2: Bee-bot video Programming: Beebots > Lesson 3: Precise instructions 	
I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').	1	<ul style="list-style-type: none"> Programming: Beebots > Lesson 2: Bee-bot video Programming: Beebots > Lesson 3: Precise instructions 	
I can save my work so that others know it belongs to me (e.g. file name, name on content).	1	<ul style="list-style-type: none"> Digital imagery > Lesson 2: Taking photos Digital imagery > Lesson 3: Editing photos Digital imagery > Lesson 5: Photo collage 	
I understand that work created by others does not belong to me even if I save a copy.	1	<ul style="list-style-type: none"> Digital imagery > Lesson 4: Searching for images 	



Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) <i>Continued.</i>			
I can describe why other people's work belongs to them.	2	<ul style="list-style-type: none"> • What is a computer? > Lesson 4: Invention • Word processing > Lesson 3: Newspaper writer • Word processing > Lesson 4: Poetry book 	
I can recognise that content on the internet may belong to other people.	2	<ul style="list-style-type: none"> • What is a computer? > Lesson 4: Invention • Word processing > Lesson 3: Newspaper writer • Word processing > Lesson 4: Poetry book 	
KS2 (7-11)			
I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	3	<ul style="list-style-type: none"> • Programming Scratch > Lesson 3: Making an animation 	
When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	4	<ul style="list-style-type: none"> • Website design > Lesson 3: Creating a web page • HTML > Lesson 5: Replacing images 	
I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	4	<ul style="list-style-type: none"> • Website design > Lesson 3: Creating a web page • HTML > Lesson 5: Replacing images 	
I can assess and justify when it is acceptable to use the work of others.	5	<ul style="list-style-type: none"> • Search engines > Lesson 4: Information poster 	
I can give examples of content that is permitted to be reused and know how this content can be found online.	5	<ul style="list-style-type: none"> • Search engines > Lesson 4: Information poster 	



Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) <i>Continued.</i>			
I can demonstrate the use of search tools to find and access online content which can be reused by others.	6	<ul style="list-style-type: none"> • Big Data 2 > Lesson 8: The Internet of Things 	
I can demonstrate how to make references to and acknowledge sources I have used from the internet.	6	<ul style="list-style-type: none"> • Bletchley Park 2 > Lesson 9: Computers that changed the world 	

- End of document -

